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ABSTRACT

The self evaluation guide is explained to be designed for accreditation of services to blind and visually handicapped students in service programs for which the NAC (National Accreditation Council for Agencies Serving the Blind and Visually Handicapped) does not have specific program standards (such as radio reading services and library services). Addressed are the following areas: planning and organization, personnel, program descriptions, and program evaluation. (CL)

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SELF-STUDY AND EVALUATION GUIDE | 1979 Edition

# *Other Service Program*
## *(Insert Program Name Below)*

**NATIONAL ACCREDITATION COUNCIL**
**For Agencies Serving the Blind and Visually Handicapped**
79 Madison Avenue
New York, N.Y. 10016

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

EC113435

# INSTRUCTIONS

**PRELIMINARY STEPS.** Two steps should precede the use of this section in a self-study.

1. All persons involved in the self-study should become familiar with *Section A, Manual of Procedures* for an understanding of the background and purposes of accreditation and the procedures to be followed in conducting a self-study using the various self-study and evaluation guides published by the National Accreditation Council.

2. Members of the self-study committee assigned to complete this guide should review the organization's statement of philosophy of service as a basic reference for the self-study.

**RATING.** In the parentheses ( ) preceding each standard, enter the letter representing the final evaluation reached in the self-study. Often, improvements are implemented during the self-study. In such instances, the ratings selected should represent conditions at the end of the self-study.

**E – Excellent.** The standard is met fully or exceeded.

**S – Satisfactory.** The standard is met substantially.

**A – Adequate.** The standard is met fairly well but some improvements could be made.

**P – Poor.** The standard is met only partially and improvements should be made.

**M – Minimal.** The standard is met to a small extent or not at all and substantial improvements should be made.

**NA – Not Applicable.** The standard does not apply for reasons stated under *Comments.*

**COMMENTS.** Throughout the section, space is provided after groups of standards for written comments. An explanation of the rating or any important feature or characteristic of the program can be noted here. Also, the reason why a particular standard or group of standards is not felt to apply to the organization can be outlined.

**STATEMENTS.** In the absence of specific NAC program standards for the service(s) evaluated by means of this section, space is provided for narrative statements describing the program.

**PROGRAMMING FOR IMPROVEMENT.** This concluding part of the guide contains seven questions which provide an opportunity to list the outstanding features of the program and how it benefits the persons served. The questions also call for a listing of past improvements and those which are yet to be accomplished. Plans for improvement initiated as a result of the self-study should be included.

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## SELF-STUDY AND EVALUATION GUIDES

This self-study and evaluation guide is designed to be used in combination with other guides, listed below, available from the National Accreditation Council. An organization undertaking a self-study in applying for accreditation needs to use the following. *A*, either *B-1* or *B-2*, all *C* sections, those *D* sections for the services provided, an *E* form for certain staff members and *F*.

| Section | Title and Edition |
|---|---|
| *A* | *Manual of Procedures (1979)* |
| *B-1* | *Agency Profile (1979)* |
| *B-2* | *School Profile (1979)* |
| *C-1* | *Function and Structure (1977)* |
| *C-2* | *Accounting for Services and Finances (1976)* |
| *C-3* | *Personnel Administration and Volunteer Service (1968)* |
| *C-4* | *Physical Facilities (1975)* |
| *C-5* | *Public Relations and Fund Raising (1968)* |
| *D-2A* | *Orientation and Mobility Services (1977)* |
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| *D-15* | *Preschool Services (from Birth to Six) (1979)* |
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| *D-28* | *Educational Diagnostic and Counseling Services (1979)* |
| *E* | *Individual Staff Member Information Form (1977)* |
| *F* | *Evaluation Summary and Report (1979)* |

Sections *D-2A* through *D-8* are applicable primarily to "agencies" and *D-20* through *D-28* primarily to "schools." *D-15* is used for preschool services in any setting. Similarly, *D-16* is used by all organizations for services for which NAC does not have specific standards such as radio reading service or special summer program.

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ACKNOWLEDGMENTS

This self-study and evaluation guide was developed as part of a two year project to revise and update the *Self-Study and Evaluation Guide for Residential Schools* published in 1968 by the National Accreditation Council (NAC). The Commission on Standards, under whose purview NAC conducts standards projects, was fortunate in being able to benefit from the volunteer services of Dr. Geraldine T. Scholl, a member of the Commission and the principal consultant for the 1968 *Guide*, who chaired this project and its Coordinating Committee.

A small subcommittee co-chaired by William J. McConnell and Charles C. Woodcock developed the initial draft of this section to serve as a replacement for the 1968 *Section D-20, Other Course or Program*. Also serving on this subcommittee were Larry Baker and Don Walker. Because NAC did not have a comparable "other" section for use by "agencies," it was decided that the revised edition would be designed for use by all kinds of specialized organizations serving blind and visually handicapped persons. In June 1977, the draft was approved by the Coordinating Committee for use in the national review.

Five schools for the blind field tested this draft in the Fall of 1977 by using it in realistic self-studies conducted according to NAC's regular procedures. Much appreciation is extended to the following schools which completed the field tests: Foundation for Blind Children, Scottsdale, Arizona; Mississippi School for the Blind; New York Institute for the Education of the Blind; St. Joseph's School for the Blind, Jersey City, New Jersey and the Wisconsin School for the Blind. Additionally, four other agencies and schools utilized this draft in self-studies during this period.

From these organizations and from reviews by other individuals came a number of comments and suggestions for improving the draft. It is not possible to name all the individuals involved, but they represented a wide variety of different kinds of service programs. All of the input received was considered in preparing a revised draft.

This draft was reviewed by the Coordinating Committee in June 1978 which recommended that it be approved by the Commission on Standards. This was accomplished at the November 1978 meeting of the Commission. Later that month, the Board of Directors gave final approval to the draft and authorized its publication for use in NAC's accreditation program.

Sincere appreciation is extended to the following foundations whose financial support made the project possible:

The Bodman Foundation, New York, New York;
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Assistance to the Coordinating Committee and project subcommittee was provided by NAC staff. In particular, Dr. Richard W. Bleecker served as project director. The project administrator and general editor was Huesten Collingwood.

D-16

# OTHER SERVICE PROGRAM

## INTRODUCTION

This section is intended to serve as an instrument for self-study and evaluation of a service program for which NAC does not have specific program standards. For example, NAC does not currently offer self-study and evaluation guides for the following types of programs:

- Business Enterprises Programs
- Library Services
- Prevention of Blindness Services
- Radio Reading Services
- Special Summer School Program

The self-study involves a searching review of every service program of the organization, hence, a self-study would not be complete if such services were omitted. Despite the absence of specific standards, all service programs have certain basic characteristics. These are identified in this self-study and evaluation guide. Standards are included herein for use in reviewing such basic components as planning, organizing and evaluating. Performance in relation to these standards is recorded by means of the rating system described on the inside front cover.

Space is provided for narrative descriptions of the various characteristics and activities of the service program.

A self-study subcommittee should be formed to conduct the self-study of each service program not covered by other NAC self-study and evaluation guides (see page iii). A separate booklet should be used to evaluate each such service program and assigned a distinct section number and name inserted on the front cover, for example:

- Section D-16.1, Business Enterprises Program
- Section D-16.2, Prevention of Blindness Services
- Section D-16.3, etc.

From time to time, NAC develops new self-study and evaluation guides for services not previously covered. The organization should use *Section D-16* in its self-study only for those service programs not encompassed in NAC's other guides. When in doubt, check with NAC's staff.

D-16

OTHER SERVICE PROGRAM

## BASIC STANDARDS AND DESCRIPTIVE INFORMATION

### 1. PLANNING AND ORGANIZATION

( ) 1.1 PHILOSOPHY. This service program is consistent with the organization's statement of philosophy of service as approved by the governing authority.

*Comments:*

( ) 1.2 PURPOSE. The purpose and goals of this program are set forth clearly in writing.

*Statement: Summarize below the purpose and goals of this program.*

( ) 1.3 PERSONS SERVED. The population served by this program is clearly identified in writing.

*Statement:* *Describe below the specific population served by this program.*

( ) 1.4 PLANNING. A variety of methods is used for systematic planning of this program.

( ) 1.4.1 Long Range Planning. A written long range plan establishes major program goals and projects the human, physical and financial resources needed to achieve them.

( ) 1.4.1.1 The major long range goals of this program are included in the organization's overall long range plan.

( ) 1.4.1.2 The plan extends for a specified time beyond the present fiscal year and is updated at stated intervals.

*Comments:*

( ) 1.4.2 Annual Planning. A written program and financial plan for this program is prepared for each fiscal year.

( ) 1.4.2.1 The annual plan includes a statement of measurable objectives to accomplish the stated goals.

( ) 1.4.2.2 The designated staff member responsible for this program and other appropriate personnel assist in preparation of the annual plan.

*Comments:*

( ) 1.4.3 Specific Service Plans. Specific, written service plans are developed and implemented for the persons served by this program.

( ) 1.4.3.1 If services are delivered directly to individuals, individualized education or service programs are followed.

( ) 1.4.3.2 If services are provided to groups, appropriate target groups are identified and a service plan is followed for each group.

*Comments:*

( ) 1.4.4 Short Range Planning. Personnel involved in this program maintain open channels of communication through conferences and exchange of written messages to facilitate day-to-day planning, problem solving, and coordination with other services provided by the organization.

*Comments:*

( ) 1.4.5 Coordination with Others. Sustained efforts are made to coordinate the organization's own planning for this program with planning efforts by related local, state, regional and national groups.

*Comments:*

( ) 1.4.6 Participation in Planning. Planning for this program is broadly based with provision for appropriate participation by members of the governing or advisory body, administrators in the organization, the designated staff member responsible for this program, other staff volunteers, persons served and other consumers and consumer groups, specialized consultants, personnel of related organizations, community planning and funding bodies and other appropriate local, state, regional and national groups.

*Comments:*

( ) 1.5 ORGANIZATION. The program is clearly and purposefully organized.

( ) 1.5.1 Structure. The organization's organizational chart locates this program within its administrative structure.

( ) 1.5.2 Responsibility. A designated staff member is assigned to coordinate or supervise the program.

( ) 1.5.3 Assignment of Responsibilities. Job descriptions of all positions involved in this service list the assigned responsibilities and duties in relation to the program.

*Comments:*

## 2. PERSONNEL

( ) 2.1 NUMERICAL ADEQUACY. An adequate number of personnel is assigned sufficient working time to implement the program efficiently.

*Comments:*

( ) 2.2 PROGRAM COORDINATOR. The designated staff member employed to be responsible for coordination and supervision of the program is well qualified by training and experience.

( ) 2.2.2 Management Skills. The responsible person demonstrates skills in program administration and coordination or supervision of the efforts of the various personnel involved in this program.

( ) 2.2.3 Knowledge about Blindness. The responsible person evidences understanding of effects of blindness or other visual impairment and multihandicapping conditions upon the persons served.

*Supplementary Information:*

| *Program Coordinator's Name* | *Position Title* | *Percent of Time in this Program* |
|---|---|---|
| _____ | _____ | _____ |
| | _____ | |

*Comments:*

( ) 2.3 OTHER STAFF. Other staff members, who are appropriately qualified by training and experience to carry out their duties effectively, are employed or made available as needed.

( ) 2.3.1 Program Staff. An adequate number of administrative, supervisory, professional and technical staff is employed or made available.

( ) 2.3.2 Support Staff. An adequate number of clerical and maintenance staff is employed or made available.

*Comments:*

( ) 2.4 VOLUNTEERS. Volunteers are utilized in this program, as needed.

( ) 2.4.1 Administration. Volunteers are recruited, screened and selected, oriented, trained, placed, supervised, evaluated, and given recognition in accordance with *Section C-3, Personnel Administration and Volunteer Service.*

*Statement: List below the various types of assignments given to volunteers in relation to this program.*

( ) 2.5 INSERVICE TRAINING. Provision is made in the organization's staff development plan for an on-going program of inservice training for all personnel, including volunteers, involved in this program.

( ) 2.5.1 Coordination. The coordinator of this program is involved in the planning and the provision of the program of inservice training.

( ) 2.5.2 Content. Inservice training encompasses timely topics, including applicable safety and emergency procedures, as appropriate for each category of participating personnel.

*Comments:*

## 3. PROGRAM DESCRIPTION

*Statement: Describe this service program below. Be sure to include each service component and its related activities. Also, indicate the financial resources (budget) available to the program and the numbers of persons served by the program.*

3. PROGRAM DESCRIPTION (Continued)

## 4. PROGRAM EVALUATION

( ) 4.1 PURPOSE. The organization uses various systems for evaluation of this program, to monitor the application of human, physical and financial resources, to appraise the progress made toward program goals, to measure the extent of achievement of established program objectives, to ensure consistency with the organization's statement of philosophy of service and to assess the benefits to those persons served by the program.

*Comments:*

( ) 4.2 SCOPE OF PROGRAM EVALUATION. Evaluation of this program is conducted systematically and includes all relevant factors affecting the program.

( ) 4.2.1 Long Range Plan. Progress toward reaching the long range goals of this program is reviewed each year and the findings used to aid in revising and extending the overall long range plan of the organization.

*Comments:*

( ) 4.2.2 Annual Plan. The achievements and costs of this program are measured against the specific objectives established in the annual program and financial plan.

( ) 4.2.2.1 The findings are used to aid in developing the next annual program and financial plan.

( ) 4.2.3 Resources. Evaluation of this program encompasses the adequacy of available resources including personnel, facilities, materials and equipment.

( ) 4.2.4 Evaluation Systems. The systems used for evaluating this program are themselves reviewed, from time to time, in terms of efficiency and effectiveness in achieving their stated purposes.

*Comments:*

( ) 4.2.5 Program Evaluation Checklist. The evaluations of this program are made in relation to a number of significant factors. (check those which are regularly included in evaluation of this program):

| | |
|---|---|
| _____ Clarity of purpose | _____ Need for service |
| _____ Effectiveness of planning processes | _____ Range of activities |
| _____ Breadth of participation in planning, implementation and evaluation | _____ Adequacy of resources |
| _____ Adequacy of opportunities for consumers to participate in decision making | _____ Follow-up findings |
| | _____ Flexibility |
| | _____ Other (specify) |

*Comments:*

( ) 4.3 PARTICIPATION IN EVALUATION. Provisions are made for broadly-based participation in the evaluations of this program.

( ) 4.3.1 Sources of Input. Provision is made for appropriate participation in evaluations of this program by members of the governing or advisory body, administrators in the organization, the person responsible for this program, other staff and volunteers, persons served and other consumers and consumer organizations, specialized consultants and personnel of related organizations, community planning and funding bodies and other appropriate local, state, regional and national groups.

*Comments:*

( ) 4.3.2 Structure. Evaluations of this program are conducted by means of established systems with assigned responsibilities including a committee headed by the program coordinator.

*Comments:*

( ) 4.4 UTILIZATION OF FINDINGS. Evaluation findings are summarized in writing and systematically used in the organization's planning, budgeting and internal and public reporting activities.

*Comments:*

## PROGRAMMING FOR IMPROVEMENT

Programming for improvement involves a continuous cycle of planning, implementation and evaluation. Accreditation is a structured method of evaluation and planning. When meshed closely with an organization's normal program and fiscal planning and evaluations, the accreditation process enhances the organization's capacities to effect improvements.

This final part of the Guide is intended to summarize and report on the principal findings of the self-study of the program evaluated on the preceding pages.

The first question is designed to elicit a listing of those features of the program which are deemed to be most outstanding.

Questions two through six are designed for the organization to summarize its program for improvement. Starting with a review of the recent past, these questions proceed through the present and into the future. Undoubtedly, the NAC self-study of this program has generated ideas for its improvement. Questions four through six are focused particularly on taking advantage of the momentum created by the self-study by setting forth a timetable for improvement which reflects or can be incorporated into the organization's normal planning system.

This summary will help the on-site review team to understand and to report on the program's strengths, the organization's recent achievements and its plans for the future. In this way, it also will assist the Commission on Accreditation in applying the following principle: if deficiencies exist, the organization is willing to remedy them and shows evidence of commitment to make the needed improvements in a reasonable time.

The "bottom line" for any human service program is its beneficial impact on the lives of the people it serves, and question seven asks about such impact. If the organization has conducted any recent follow-up studies, data from them as well as the broadly-based input received from participants in the self-study may be helpful in preparing this statement.

*1. What are the outstanding features of this program at this time?*

2. *What improvements or other changes were made in the fiscal periods from five years ago through two years ago?*

3. *What improvements or other changes were made in the most recently completed fiscal year?*

4. *What improvements or other changes have been introduced in the current fiscal year? (Indicate which were made as a result of the self-study. Also, if they have not yet been completed, indicate when completion is expected.)*

5. *What improvements are included in the plan for next fiscal year?*

6. *What additional improvements are contemplated in the long range plan?*

***7. What impact has this program had on the persons served?***

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|---|---|
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